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ABSTRACT

This book attempts to demonstrate some of the ways African-Americans can use their cultural base to educate children. The book fits into the Afrocentric school of thought with its aim to develop subject-centered analysis and solutions for children. The book makes the commitment that education is a cultural imperative for all African-American people who aspire to be truly self-determining. The book is divided into five parts with sixteen chapters, a foreword and an afterword. Mwalimu J. Shujaa wrote the introductions to each part. The foreword is entitled "Cultural Work: Planting New Trees with New Seeds" (Haki R. Madhubuti). The afterword is entitled "The Afrocentric Project in Education" (Molefi Kete Asante). Part 1, "Evaluating Our Assumptions about Education and Schooling: Developing African-centered Orientations to Knowledge," includes: (1) "Education and Schooling: You Can Have One without the Other" (Mwalimu J. Shujaa); (2) "Black Intellectuals and the Crisis in Black Education" (Jacob H. Carruthers); and (3) "African-American Cultural Knowledge and Liberatory Education: Dilemmas, Problems, and Potentials in Postmodern American Society" (Beverly M. Gordon). Part 2, "African-American Education Initiatives: Historical Resistance to Schooling," contains: (4) "Outthinking and Outflanking the Owners of the World: An Historiography of the African-American Struggle for Education" (Ronald E. Butchart); (5) "The Search for Access and Content in the Education of African-Americans" (Joan Davis Ratteray); and (6) "Historic Readers for African-American Children (1868-1944): Uncovering and Reclaiming a Tradition of Opposition" (Violet J. Harris). Part 3, "African-American Experiences in Schools and Perspectives on Schooling," includes: (7) "Reproduction and Resistance: An Analysis of African-American Males' Responses to Schooling" (Vernon C. Polite); (8) "African-American Principals: Bureaucrat/Administrators and Ethno-Humanists" (Kofi Lomotey); (9) "Educating for Competence in Community and Culture: Exploring the Views of Exemplary African-American Teachers" (Michele Foster); and (10) "Literacy, Education, and Identity among African-Americans: The Communal Nature of Learning" (Vivian L. Gadsden). Part 4, "African-Centered Pedagogy: An Absolute Necessity for African-Centered Education," contains: (11) "Being the Soul-Freeing Substance: A Legacy of Hope in AfroHumanity" (Joyce Elaine King; Thomasyn Lightfoote Wilson); (12) "African-Centered Pedagogy: Complexities and Possibilities" (Carol D. Lee); and (13) "Notes on an Afrikan-Centered Pedagogy" (Agyei Akoto). Part 5, "Patterns of Resistance